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BLOOMFIELD PUBLIC SCHOOLS

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*SOCIAL SCIENCE READERS*

# A STORY ABOUT BOATS

*By* HELEN S. READ

*Illustrated by* ELEANOR LEE

FORMERLY TEACHERS OF KINDERGARTEN—PRIMARY DEPARTMENT  
KALAMAZOO PUBLIC SCHOOLS

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DEPARTMENT OF KINDERGARTEN—FIRST GRADE EDUCATION  
TEACHERS COLLEGE, COLUMBIA UNIVERSITY

CHILDREN'S ROOM  
HISTORICAL COLLECTION

CHARLES SCRIBNER'S SONS

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## FOREWORD

One of the most fruitful approaches to the problem of curriculum construction in modern education is made through the environment created by the teacher. The reactions of the children to this environment reveal not only the content of the curriculum but the teacher's art in finding the conditions which call out self-educative activity or learning.

To arrange conditions which make the process of learning natural and the results of learning of social value requires on the one hand an intimate knowledge of children's interests, needs, and abilities, and on the other hand an understanding of the aims and activities of social life.

In order to discover those interests of childhood which lead to higher levels of value, teachers are active in making inventories of interests from accurate records of children's spontaneous responses in work and play, while the abilities and needs of children are ascertained by standardized tests and teachers' records. In any one group the findings of these studies show a wide range of ability and of individual needs. Discerning teachers, therefore, see that the environment for any group of children can no longer be didactically limited on account of artificial grade boundaries if the individual abilities and interests are recognized. The school-room environment in any grade becomes essentially a community environment and a world environment—a place in which children experience and re-experience through different media the activities of social life.

In this environment books play an important part in answering inquiries raised by children, in enriching ideas already experienced, in stimulating children's own creative expression of thought and feeling, and in arousing interest in mastering the technic of reading in order to enjoy the much-desired information in books. The difficulty of finding books with literary content and illustrations both artistically and scientifically true

which will fit in this school programme of social life is at once apparent to those who have sought this type of reading material. From a recent publication of children's literature the following excerpt expresses the need of a new story content for young children: "One of the surprises is that there are so few stories really well adapted to the earliest years. . . . There is in the sparseness of selections fitted for the earliest years a challenge. Story-tellers must really discover the mental life of children, as the artists have had to do, and create the literature that fits their immature years." \*

The author and artist of the Social Science Readers have accepted this challenge. The need of a new content in books for children in kindergarten and primary grades came from their own teaching experiences in a well-known progressive public school system. They have organized an inventory of children's interests from 401 records of children's activities in different school systems and from a check-list † of 36 supervisors. There can be little doubt that the subjects of their books are selected from the most universal interests of children. The content and pictures of these books are composed of the facts and adventures in which they found children experiencing the greatest joy. The books are "childlike" without being "childish" and "enter so sympathetically into childhood's ways as neither to talk down condescendingly nor across didactically." The content is not only accurate in its information but is delightful in its literary form. The illustrations are not only enlightening in giving true content but also meet desired art standards.

The vocabulary, though apparently different from the content of most readers, shows that approximately 80 per cent of the words check with the Gates Word List, and that 10 per cent not checking with this list are words related to outstanding interests.

This series of books is a contribution which every teacher, mother, and child will welcome in school and home to meet a need long felt but never fully realized.

MARY M. REED  
PATTY S. HILL

\* Starbuck, E. D., and Shuttlesworth, F. K.: "A Guide to Literature," Macmillan, 1927.

† Unprinted study made by Miss Marie Fowler, former Supervisor of Kindergarten-Primary grades, Kalamazoo, Michigan.

**A STORY ABOUT BOATS**

Jack lives near a big lake.

He likes to watch the steam boats.





Some boats carry people.  
They are passenger boats.  
Some boats carry trains.  
They are ferry boats.



Jack's uncle is a captain.

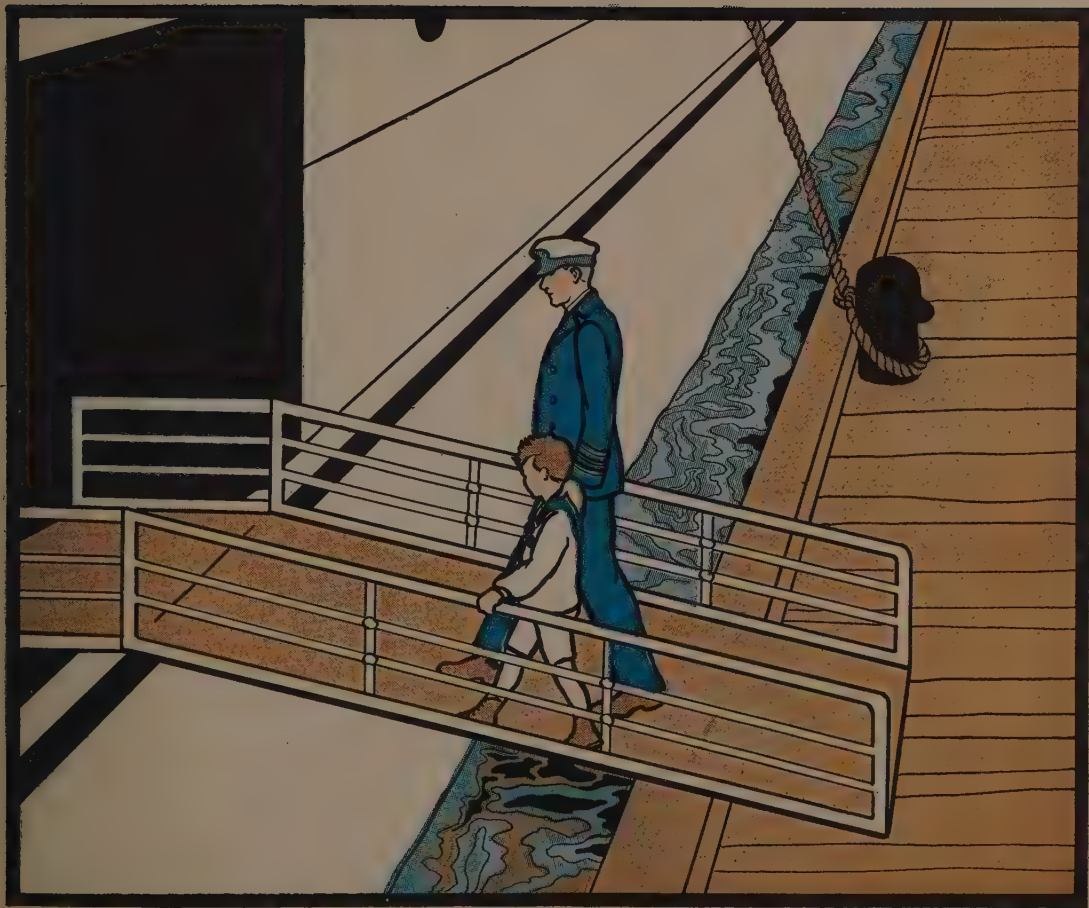
The captain tells the sailors what to do.

One day Jack's uncle took him on the boat.

They walked across the gangplank.

He took Jack for a ride across the lake.





Jack stood by the railing.  
He heard the captain say,  
“All aboard.”



He heard the whistle blow.

The captain rang a bell.

The engines started.

The big boat moved.

It went out of the harbor.

It went out into the lake.





Jack's uncle said,

“Come with me.

We will see the engines.”

They went into the cabin.

Passengers sit in the cabin.

There are staterooms in the cabin.

People sleep in the staterooms.

The beds are called berths.

Then Jack and his uncle went  
down some steps.



Jack saw the big engines.

He saw big fires under the boilers.

He saw men oil the engines.

Jack's uncle said,

“This is a steam boat.

Steam makes the engines go.

There is water in the boilers.

The fire under the boilers  
makes the steam.”





Soon Jack and the captain came on the deck.

They went up some small steps.

They were on the top deck.

They saw another boat pass.

Each boat blew a whistle.



Jack saw the pilot steer the boat.

The pilot steered the boat with a big wheel.

The wheel is in the pilot house.

The pilot house is on the top deck.





Sometimes the captain stands on the bridge.  
The bridge is on the top deck.  
It is beside the pilot house.



Jack saw the masts.

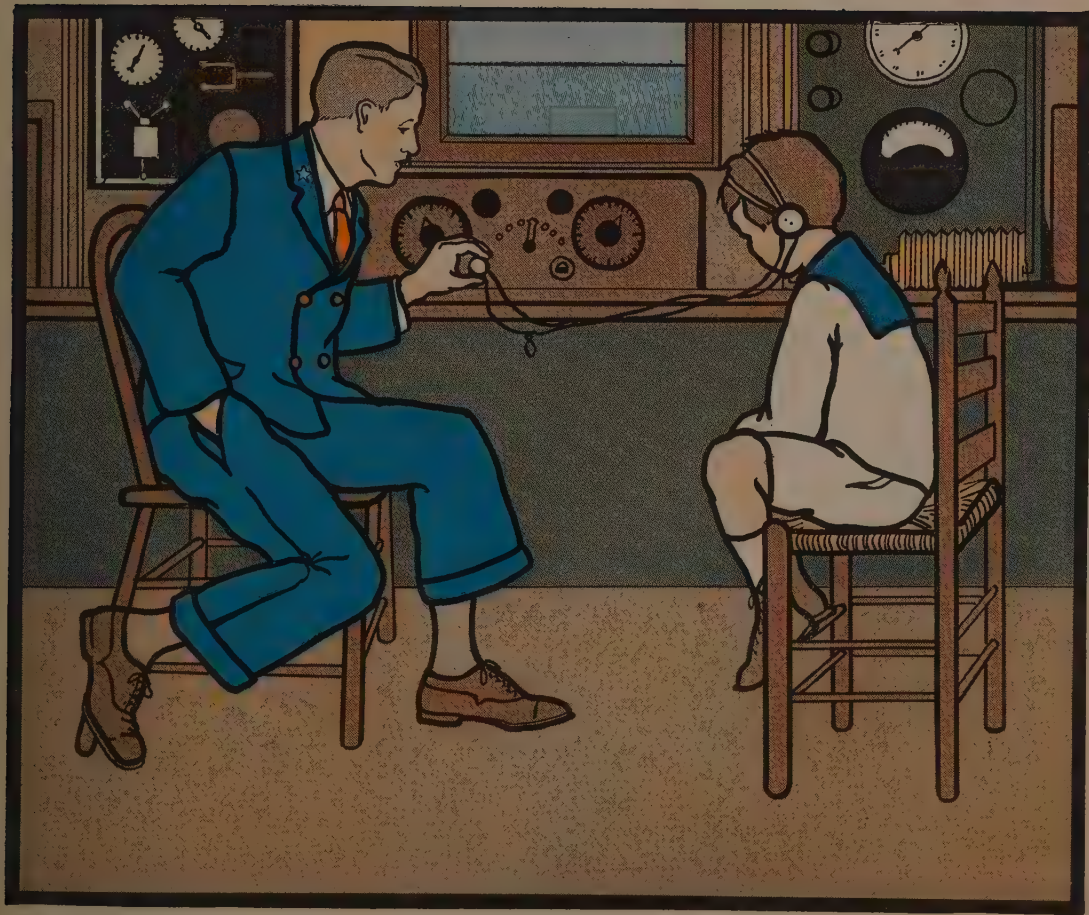
He saw the life boats.

He saw the big smoke stacks.





Then he went into the wireless room.  
He listened with the phones.  
He heard another boat's wireless.



After a long time the captain said,

“See that lighthouse?

The pilot will steer the boat  
to the lighthouse.

The lighthouse is beside the harbor.

It shows the pilot the way to the harbor.”



The pilot steered the boat to the lighthouse.

It went into the harbor.

It moved up to the dock.

The engines stopped.

Big ropes held the boat to the dock.

Jack said he would be a captain.





Jack has some big blocks.  
One day he made a boat.  
It was a passenger boat.  
It carried people.  
Jack was the captain.  
He made a captain's hat.  
He had a sailor suit.



Another day Jack found some wood.

He took a hammer.

He took a saw.

He got some nails.

He made a boat.

It had a point at one end.

He put a cabin on it.

It had two smoke stacks.

He painted his boat blue.







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AN AIRPLANE RIDE

A STORY ABOUT BOATS

GRANDFATHER'S FARM

AN ENGINE'S STORY

CHARLES SCRIBNER'S SONS





